

The Effect of Organizational Learning on the Corporate Economic Performance: Evidence from Algerian Companies

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Abstract

This paper analyses the effect of organizational learning corporate economic performance. This effect has been examined empirically in some Algerian companies, basing the research on a sample of 30 economic companies using a questionnaire to get the necessary data and the SPSS to examine the hypotheses. The results reveal that organizational learning affects the company's economic performance through a transitive relationship, because both learning sources (knowledge acquisition) and the way the company exploit those sources (knowledge dissemination and translation) affect the learning results which then affect the company's performance. In other words the learning sources and learning sources exploitation are the antecedents of the learning results which are the mediator between those antecedents and economic performance.

Keywords: Organizational Learning, Corporate Economic Performance, learning sources, knowledge dissemination and translation, learning results

الملخص:

تحلل هذه الورقة البحثية أثر التعلم التنظيمي على الأداء الاقتصادي للمؤسسة. وذلك من خلال دراسة هذا الأثر تطبيقيا في بعض المؤسسات الاقتصادية الجزائرية، بالاعتماد على عينة مكونة من 30 مؤسسة. للحصول على البيانات والمعلومات اللازمة تم استخدام الاستبيان الذي تم تحليله باستخدام برنامج SPSS لاختبار الفرضيات واستخلاص النتائج. بينت نتائج الدراسة أن التعلم التنظيمي يؤثر على الأداء الاقتصادي لها من خلال علاقة متعدية، لأن كلا من مصادر التعلم (الحصول على المعرفة) وطريقة استغلالها (نشر وتوزيع المعرفة) تؤثر على نتائج التعلم والتي تؤثر بدورها على أداء المؤسسة. بتعبير آخر تعتبر مصادر التعلم وطريقة استغلالها كعوامل سابقة لنتائج التعلم التي تلعب دور الوسيط بين هذه العوامل السابقة والأداء الاقتصادي للمؤسسة.

الكلمات المفتاحية: التعلم التنظيمي، أداء المؤسسة الاقتصادي، مصادر التعلم، نشر وترجمة المعرفة، نتائج التعلم.

1. Introduction

Nowadays, economic companies face a business environment characterized by significant changes, and they're obliged to transform themselves to cope with it. Because they can no longer continue, with traditional management's approaches and they have to turn into new approaches; such as, organizational learning, which helps these companies to develop some processes that improve performance, and as a result they can survive with their external and internal environmental changes. Organizational learning which is a significant and increasing importance in the company's success and level's development, as long as it is the mean the company uses to exploit one of the most important sources which is knowledge, because organizational learning allows to use the available knowledge and search and get new knowledge.

2. Research Problem

Organizational learning is a strategic approach that helps the companies to better understand their external environment by getting the information about it and translate them into actions reflexed in new or improved strategies, procedures, hierarchy, and products... to cope with the environment's continuous changes. In other words, organizational learning's processes have got many results that may help the company to improve its overall performance. But before getting those results the company has to ascribe a great importance to the acquisition of information from several organizational learning internal and external sources, and it has to assign a great importance to exploit those sources in an appropriate way in order to enhance the organizational learning results as a first step in improving the company's performance. This paper tries to discern whether the organizational learning is exploited to improve the economic performance by answering the following main question:

Does organizational learning affect the Algerian companies' economic performance?

3. Research Hypotheses

To answer this main question the following hypotheses are developed:

H1: Organizational learning's sources affect the organizational learning results in the companies under study;

H2: the way the companies under study exploit the organizational learning's sources affects the organizational learning's results;

H3: Organizational learning's results affect the economic performance of the companies under study;

H4: Organizational learning's sources and the way they are exploited affect the economic performance of the companies under study.

4. Research Objectives

Aiming to reach the main purpose of this paper by investigating the impact of organizational learning processes in the Algerian companies on their economic performance, the following objectives are addressed and highlighted:

- First, exploring the organizational learning's sources nature, the way these sources are exploited and the organizational learning results in the companies under study;
- Second, testing whether the organizational learning sources affect the organizational learning's results;
- Third, testing whether the way the organizational learning's results are exploited affects the organizational learning results;
- Fourth, testing whether the organizational learning's results affect the economic performance;
- In sum, the main aim of this paper is to know even organizational learning's processes have a positive influence on economic performance.

5. Research Importance

The research importance arises from the importance of organizational learning as a strategic resource that enables the company to respond to the rapid environmental changes and to improve its performance level. The importance increases because this paper focuses on analyzing the nature of the organizational learning sources, the way they are exploited, the organizational learning's results, and their impact on economic performance. Also, the importance increases because the study is reinforced by an empirical study in a sample of Algerian economic companies.

6. Research Methodology

In this research, the descriptive methodology is used to determine the nature of organizational learning's processes in the companies under study and its reflection on their economic performance.

7. Research Variables: figure 1 summarizes the research's variables

Fig.1 : The study model.

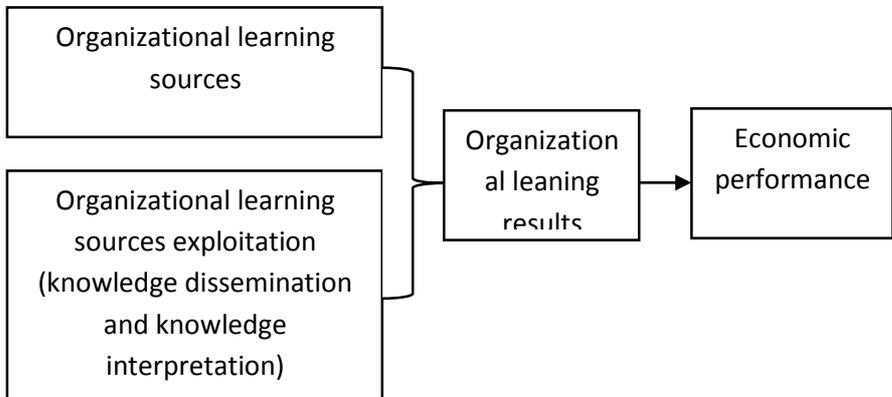


Fig.1 summarizes the research's variables which can be defined as it follows:

- **Organizational learning:** is a continuous and dynamic process of acquiring external knowledge and further adjusting organization activities. This process helps to balance the environment and organizational operation processes while the organization struggles to survive.(Hung,et al., 2010);
- **Economic performance:**the translation of the company' activities into economic measures (financial and nonfinancial measures).So the economic performance measurement is the selection and use of quantitative measures of capacities, processes, and outcomes to develop information about critical aspects of activities, including their effect on the public.

8. Previous Studies

- The study ofJimenez-Jimenez and Cagarra-Navarro(2007)about the performance effect of organizational learning and market orientation. One of the study's hypotheses is that organizational learning has a positive impact on overall organizational performance. Using data from 451 Spanish companies, the study

- considers that organizational learning represents the capacity of a company to move from a given situation to another wished situation of performance, and in the end it confirms the mentioned hypothesis;
- The study of Hung et al. (2010) about the impact of TQM and organizational learning on innovation performance. Data were collected from 1139 Taiwanese high-tech companies using self-administered survey to examine the hypotheses. One of the hypotheses is organizational learning positively relates to innovation performance, and the results confirm it by the end;
 - The study of Skerlavaj M. et al. (2010) about the organizational learning culture, innovation culture and innovativeness in South Korean firms. Using data from 201 Korean companies employing more than 50 people, the study concludes that ascribing importance to acquisition of information leads to better interpretation which leads to more action in terms of behavioral and cognitive changes;
 - The study of Jiang and Li (2008) about the relationship between organizational learning and firms' financial performance in strategic alliances. Results from a survey of 127 German partnering firms suggest a significant, positive and strong relationship between organizational learning and financial performance;
 - The study of Jimenez-Jimenez and Sanz-Valle (2010) which tests the relationship between innovation, performance and organizational learning. The study explores those relationships using data from 451 Spanish firms. After testing the hypothesis empirically the findings show that both innovation and organizational learning contribute positively in business performance and organizational learning affects innovation.

9. Data and Method

9.1. Sample and data collection: to get the necessary data, a questionnaire was used, and the personal interview was the tool to fill it. The respondents were 30 managers from 30 economic companies in Setif in Algeria (top managers, because their position in the company enables them to have all the necessary information to answer all the questionnaire's questions). Those managers were personally interviewed to ensure they answer all the items and to get a chance to understand the backgrounds of their answers.

The questionnaire was built on the light of the questionnaires of the previous studies mentioned before and by using items from the

questionnaires of other studies (Alegre J. and Chiva R. 2008, Dimovski V. et al. 2008, Hult G T M. et al. 2003, Liu C L. et al. 2010, Panayides P M. 2007, Garcia-Morales V J. et al. 2007), the questionnaire includes four constructs and 37 items on five point Likert scales, the first three constructs concern organizational learning (organizational learning sources or knowledge acquisition, the sources' exploitation or knowledge dissemination and interpretation, and learning results) and the fourth construct concerns economic performance. To test the questionnaire's validity, it was judged by some referees in the university as a first step, then its reliability was tested using Chronbach's Alfa coefficient (its value is .091)

9.2. Data analysis techniques: the statistical Package for Social Sciences (SPSS) version (16.0) was used to analyze the data. For the statistical analyzes the arithmetic mean (m) and the standard deviation (d) were used. Moreover, for hypothesis examination, we analyzed the correlation between the independent variable (organizational learning) and the dependent variable (performance), and as long as there is only one independent variable, the appropriate statistical model is the simple regression model. The correlation strength between the two variables is measured by the correlation coefficient (R) and the extent to which the independent variables explains the variations in the dependent one is measured by (R^2), and the correlation nature (direct or inverse proportion) is measured by (β). And to test the hypotheses, t test is used (error level is 5%, this means that when the significance level is below 0.05 the alternative hypothesis is accepted and vice versa).

10. Statistical Analysis

10.1. Learning sources:

From table 1, it is obvious that there's an average and homogeneous agreement about the questions (1,4,5,6,7,8), because ($m_1=3.70$, $m_4=3.63$, $m_5=3.90$, $m_6=3.60$, $m_7=3.70$, $m_8=3.53$ and $d_1=1.51$, $d_4=1.35$, $d_5=1.29$, $d_6=1.40$, $d_7=1.31$, $d_8=1.59$). This means that individuals are considered as an important resource of information and the Expertise on industry, products, and services is an important criterion for hiring a new employee. Also, this means that in the companies under study, success and failure are discussed to derive lessons. Besides, the companies' operators are considered as a source of learning. The table shows also that there's a disagreement about the questions (2,3,9,10). Because ($m_2=2.47$, $m_3=2.70$, $m_9=2.70$, $m_{10}=2.57$, and $d_2=1.24$, $d_3=1.39$,

$d_9=1.60$, $d_{10}=1.50$). This means that the internet is not a learning source and there is not enough instruments provided for workers to give them chance to declare their ideas. Also, the companies under study do not go in partnership with other companies or they do but without gains, and they don't make benchmarking studies.

10.2. Learning sources exploitation:

From the table 1 it is clear that there is a strong homogeneous agreement about the questions (13, 14) because ($m_{13}=4.33$, $m_{14}= 4.00$, and $d_{13}= 1.02$, $d_{14}= 1.23$). This means that there's collective work encouraging and that there're meetings to discuss conflicts. The results of the table reveal too that there is an average agreement about the rest of this section's questions, which are about informing individuals about the companies objectives and train them inside and outside the company, and encouraging dialogue and job retaining, and using surveys and market studies and train workers about customer relationship management because ($m_{11}=3.97$, $m_{12}= 3.93$, $m_{15}= 3.73$, $m_{16}=3.17$, $m_{17}=3.43$, $m_{18}=3.63$, $m_{19}=3.70$, $m_{20}=3.70$ and $d_{11}= 1.29$, $d_{12}= 1.08$, $d_{15}=1.53$, $d_{16}=1.57$, $d_{17}=1.52$, $d_{18}=1.37$, $d_{19}=1.53$, $d_{20}=1.57$).

10.3. Learning results:

From table 1 it is obvious that the interviewees strongly and homogenously agree that the tasks are clearly defined, getting information is easy, the products quality is improving, the procedures facilitate the response to the clients' desires and treating their complains, and the companies under study penetrate new markets because ($m_{21}=4.13$, $m_{22}= 4.37$, $m_{25}= 4.63$, $m_{26}=4.40$, $m_{27}=4.07$, $m_{29}=4.33$ and $d_{21}= 0.86$, $d_{22}= 0.85$, $d_{25}=0.49$, $d_{26}=0.85$, $d_{27}=0.90$, $d_{29}=0.95$). The table shows too that there's an average agreement about the adequacy between wage and qualifications, introducing new products and manipulating the prices. ($m_{23}=3.00$, $m_{24}= 3.70$, $m_{28}= 3.83$ and $d_{23}= 1.46$, $d_{24}= 1.66$, $d_{28}=1.53$).

10.4. Economic performance:

From table 1 it is obvious that there is a strong homogeneous agreement about the increase of the new clients' number and the profitability's levels because ($m_1=3.70$, $m_4= 3.63$, $m_5= 3.90$, $m_6=3.60$, $m_7= 3.70$, $m_8= 3.53$ and $d_3= 1.51$, $d_4= 1.35$, $d_5= 1.29$, $d_6= 1.40$, $d_7= 1.31$, $d_8= 1.59$). The table shows also that there's an average agreement about the other performance indicators levels which are about the increase of the individual productivity and the market share, and the decrease of the

retreating clients and the clients' complains as long as ($m_1=3.70$, $m_4=3.63$, $m_5=3.90$, $m_6=3.60$, $m_7=3.70$, $m_8=3.53$ and $d_3=1.51$, $d_4=1.35$, $d_3=1.29$, $d_3=1.40$, $d_3=1.31$, $d_3=1.59$).

11. Hypotheses Examination

11.1. The first hypothesis: we can test this hypothesis through accepting or refusing the null hypothesis "the organizational learning' sources do not affect the learning results" or the alternative hypothesis "the learning's sources affect the learning results". From table 3, it is obvious that the proportion between the independent variable (learning sources) and the dependent variable (learning results) is positive because beta value is positive, and it is obvious that the correlation strength between the two variables is average ($R=0.61$). Moreover, R^2 value reveals that the independent variable (learning sources) explains 37% of the dependent variable (learning results) variations. The table reveals also that T test value is 0.000 and as long as it is below 0.05 the null hypothesis is rejected and the alternative one is accepted. So, the learning sources affect the learning results in the companies under study. This relationship could be presented using this equation: $y=3.68x+2.57$.

11.2. The second hypothesis: we can examine the hypothesis through accepting or refusing the null hypothesis "the organizational learning' sources exploitation does not affect the learning results" and the alternative hypothesis "the learning's sources exploitation affects the learning results". From table 3, it is obvious that the proportion between the independent variable (learning sources' exploitation) and the dependent variable (learning result) is positive because beta value is positive, and it is obvious that the correlation strength between the two variables is average ($R=0.59$) and R^2 value reveals that the independent variable (learning sources) explains 35% of the dependent variable (learning results) variations. The table reveals also that T test value is 0.000 and as long as it is below 0.05 the null hypothesis is rejected and the alternative one is accepted. Therefore, the way the companies under study exploit their learning resources (knowledge dissemination and translation) affects their learning results. This relationship could be presented using this equation: $y=7.35x+2.26$.

11.3. The third hypothesis: we can examine the hypothesis through accepting or refusing the null hypothesis "the organizational learning' results do not affect the corporate performance" and the alternative hypothesis "the learning's results affect the corporate performance".

From table 3, it is obvious that the proportionality between the independent variable (learning results) and the dependent variable (corporate performance) is direct proportion because beta value is positive, and it is obvious that the correlation strength between the two variables is average ($R=0.60$) and R^2 value reveals that the independent variable (learning results) explains 36% of the dependent variable (corporate performance) variations. The table reveals too that T test value is 0.000 and as long as it is below 0.05 the null hypothesis is rejected and the alternative one is accepted. So, the learning sources affect the learning results in the companies under study. This relationship could be presented in this equation: $y= 3.59x + 1.76$.

11.4. The fourth hypothesis: we can examine this hypothesis through examining the correlation between organizational learning's sources and their exploitation and the corporate performance. From table 3, it is obvious that the proportionality between the independent variable (learning sources) and the dependent variable (performance) is direct proportion because beta values is positive, and it is obvious that the correlation strength between the two variables is weak ($R=0.24$) and R^2 value reveals that the independent variable (learning sources) explains 8% of the dependent variable (performance) variations. The table reveals too that T test value is 0.115 and as long as it is superior than 0.05 the null hypothesis is accepted and the alternative one is rejected. So, the learning sources do not affect the corporate economic performance in the companies under study. Also, it is obvious that the relation between the independent variable (learning sources' exploitation) and the dependent variable (performance) is direct proportion because beta value is positive, and it is obvious that the correlation strength between the two variables is average ($R=0.40$) and R^2 value reveals that the independent variable (learning sources' exploitation) explains 16% of the dependent variable (performance) variations. The table reveals too that T test value is 0.115 and as long as it is superior than 0.05, the null hypothesis is accepted and the alternative one is refused. So, the way the companies under study exploit the learning sources (knowledge dissemination and translation) do not affect the corporate economic performance. These results confirm that both learning sources and the way they are exploited affect the economic performance through the mediation of their effect on learning

results. This relationship could be presented using this equation: $y = 0.90x + 3.25$.

12. Discussion

This paper aims at studying the organizational learning impacts on economic performance of some Algerian companies through testing the impact of the learning sources, the way they are exploited and the learning results on performance. Also, the paper tries to explain the results on the light of the personal interviews with managers and the noted observations to make sure whether organizational learning improves their economic performance. Performance improvement is a continuous adopted situation which allows the company to implement good and appropriate solutions in good conditions to cope with problem situations. (Hohmann., 2009) To achieve the continuous performance improvement, the company must depend on organizational learning which is a process in which information, as a raw material, are transformed into action, and the company which cares about organizational learning acquires all kinds of information (operational, tactical, strategic) from both internal and external sources and interprets them, and this leads to behavioral and cognitive changes like: product's quality, number of new products, job satisfaction, work climate, employee's level of understanding company's strategic orientation and problems, average employee's productivity... (Skerlavaj, et al., 2010).

12.1. Learning sources: the results reveal that organizational learning sources affect learning results in the companies under study; the first source is individuals who are a very important learning source and the organizational learning literatures show that the basis of a generative learning is the human resource. So, the company has to care about him as a source of information in order to exploit his knowledge and knowhow in improving performance levels. In addition, the literatures show that this carrying out will affect both individual's and company's performance, because individuals translate what they see in the reality and act on the light of that translation. If we turn back to the results, we find that the companies under study consider workers as an important source of information and use the expertise in industry, products, and services as an important criterion for hiring a new employee because such employee is a very useful source of information, but in the same time they don't make it easy for them to transfer those information to the levels

they use them because there isn't enough provided tools against them to express their opinions and ideas.

About the internet, the results reveal that it isn't considered as an important information source, and this is what was noticed during the interviews because the interviewees declared that internet is not used for work's and product's enhancement and for getting new ideas that may be translated into new products, new services...

The results reveal also that the companies under study often consider the company's operators and discussing success and failure as information sources, this allows deriving lessons and creating trust between the workers and the administration, and this affects their reality's translation and their performance levels because of that. But, the companies under study neglect a very important two organizational learning sources: partnership with other companies and benchmarking. And the reason is not the non-availability of enough financial resources (they are very expensive sources) but is managers' neglecting of this side, especially benchmarking, because investing in it is a very successful investment as it permits the company to know the several dysfunctions (in processes, input, output...) and to do the appropriate correcting actions which have a positive effects on performance levels.

12.2. Learning sources exploitation: the results reveal that information dissemination and translation happen almost through all this construct's items, because individuals are informed about their company's goals and this will make them feel their importance in the company and in the same time helps them to have and work in a clear vision especially with the affective dialogue which is available according to the results. Also, there's a strong agreement about encouraging the collective work; which is a very important learning process because it allows knowledge transmission and exchange between individuals by observation, imitation... but in the companies under study we noticed that individuals help each other in accomplishing their tasks in the absence of the concept of (work groups) which is a crucial organizational learning mechanism.

The organizational learning literatures show that one of the most important organizational learning sources is conflicts, because organizing meetings to discuss conflicts allows knowing their reasons and allows sharing the contradicting opinions. This leads to understand the mental models of the conflict's parties. And as a result, this discussion may lead to suggest new ideas (innovation) to solve those problems and

prevent making the same mistakes in the future. But, after the personal interviews with the interviewees, we have noticed they agree that there're meetings to discuss conflicts but the aim behind them is stopping the conflict not learning from it (usually by using the discipline council).

Concerning internal and external training, the interviewees said that internal training is based on giving the worker a chance to communicate with his colleagues to learn from them the knowhow he need to accomplish his tasks, and in the same time teach them what he knows (knowledge exchange) Moreover, concerning the external training it is concentrated in administrators and intermittently not continuously. Also, job retaining is a tool to disseminate and translate information.

About the market studies, the researcher noticed that there's a limited attention about them, even though they're an important source for the company to learn about customer's needs and wants, and about what it's supposed to offer to him. But, in the companies under study there's no attention to these studies because as long as the company realizes benefits; there's no need to care about them. The same observations about surveys, because the interviewees in the companies that organize such surveys declare that this happened in almost all the times through asking clients about the product evaluation when they visit the company and not through organizing a process of product evaluation using surveys in the market or using the web sites or even ask help from retailers (putting the customers' suggestions book and retrieve it regularly in the retailer shop). Moreover, the most important thing is analyzing the clients' opinions to get new ideas about the necessary enhancements (using brainstorming, hiring experts...) because studying the clients' opinions must be reinforced by analyzing these opinions to understand what exactly the company has to do to satisfy its clients.

12.3. Learning results: the learning results are represented in the way the company is managed, the new or enhanced products, policies, procedures... and those results give an overall vision about organizational learning in the company because they reflect the quality of learning sources and learning sources exploitation. The results reveal that both of them influence learning results and those results influence the corporate performance.

12.4. Performance: this paper's results confirm the positive relationship between organizational learning and the corporate economic

performance. This result consists with the result of (Jiang and Li, 2008) which proves this positive relation between the two variables. The results consist also with the results of (jimenez and Sanzvalle, 2010) which confirms the hypothesis that organizational learning affects positively business performance. In addition, this paper concludes that organizational learning affects performance in two steps; first, knowledge acquisition and knowledge dissemination and interpretation affects learning results, then, these results affect performance. This result consists with the results of (Jimenez-Jemenez and cagarra-navarro, 2007) which confirm that organizational learning permits the company to get knowledge from the market and to disseminate and interpret it, this is why organizational learning is an important resource in the company because through knowledge acquisition the company may get the information about its environment faster than competitors and through knowledge dissemination and interpretation (knowledge and vision sharing, discussing conflicts and problems...) the company may introduce new products... also, the results consist with this previous study because both studies conclude that the company has to care about its environment and its customers and their opinions as a preliminary step for learning). In addition, these results consist with the results of (Hung, Y. Y. R. et al., 2010) which confirms that organizational learning promotes innovation performance as long as organizational learning is the process of acquiring and developing new knowledge and capabilities and this processes have some results (learning results) that enhance organization actions. This paper also indicates that learning results are function on knowledge acquisition and knowledge dissemination and interpretation, this leads to focus on having a strategic vision to those processes because they are the antecedents of learning results and then performance. This consists with the results of ((Hung, Y. Y. R. et al., 2010), which indicate that making learning strategic is an important aspect influencing organizational learning. This consists also with the results of (Skerlavaj M. et al., 2010) which concludes that organizational learning is a process in which information as a raw material is transformed into action.

13. Conclusion

This study examined the relationship between organizational learning and economic performance through examining the effect of learning's sources on learning sources exploitation and the effect of the latter on

learning results and as a final step the effect of learning sources on performance. The result revealed that the companies under study do not consider organizational learning as a strategic source that can help them to better understand their internal and external environment and gain a competitive advantage.

This result could be explained by the absence of the strategic view to organizational learning. Therefore, the managers have to review the mentioned aspects as a first step of an organizational learning process to spot the light on the dysfunctions and to include the appropriate corrections.

Appendix

Table 1: The research’s questionnaire and statistical results

Item's number	section	items	m	d	A g l
1	Organizational learning Learning sources	Individuals are considered as an important information source	3.70	1.51	A
2		Internet is considered as an important information source	2.47	1.24	L
3		You think that the company provides some tools in front of individuals to expose their ideas	2.70	1.39	L
4		Expertise on industry, products, and services is an important criterion for hiring a new employee	3.63	1.35	A
5		Success is discussed in the company	3.90	1.29	A
6		Failure is discussed in the company	3.60	1.40	A
7		The company's operators are an important information source	3.70	1.31	A
8		The company benefits from the customers’ suggestions book	3.53	1.59	A
9		The company benefits from the partnerships	2.70	1.60	L
10		The company uses benchmarking	2.57	1.50	L

11	Learning sources exploitation	The company informs their employees about its goals	3.97	1.29	A
12		There is an effective dialogue in the company	3.93	1.08	A
13		The company encourages team work	4.33	1.08	H
14		The company makes meetings to discuss conflicts	4.00	1.23	H
15		The company organizes internal training for its employees	3.33	1.53	A
16		The company organizes external training for its employees	3.17	1.57	A
17		The company uses job retaining	3.43	1.52	A
18		The company surveys its clients' satisfaction level	3.63	1.37	A
19		The company benefits from market studies	3.70	1.53	A
20		The company train their employees about customer relationship management	3.70	1.57	A

Table 1: The research's questionnaire and statistical results (continued)

21	Learning results	Individuals can get information easily	4.73	0.86	H
22		tasks are clearly defined	4.37	0.85	H
23		There is an adequacy between qualifications and wages	3.00	1.46	A
24		The company introduce new products	3.70	1.66	A
25		The products quality is improving	4.63	0.49	H
26		The procedures helps to response the clients desires quickly	4.4	0.85	H
27		The procedures helps in treatingthe clients complains	4.07	0.9	H
28		The company manipulates its product's prices	3.83	1.53	A
29		The company expanded to new markets	4.33	0.95	H
30	Economic perform	You are satisfied about the average productivity of employees	3.90	0.4	A
31		You are satisfied about the new clients' number	4.03	1.15	H

32		You are satisfied about the decrease of old clients' number	3.47	1.22	A
33		You are satisfied about the complains' level	3.83	0.83	A
34		The market share is acceptable comparing to the competitors'	3.83	0.98	A
35		You are satisfied about the financial profitability	4.07	0.98	H
36		You are satisfied about the commercial profitability	4.07	0.98	H
37		You are satisfied about the economic profitability	4.00	0.98	H
M= mean, d= standard deviation, ag l= agreement's level H= high agreement, A=average agreement, l= low agreement, sig= significance					

Table 2: The research's questionnaire and statistical results

variables	Arithmetic mean	Standard deviation
Learning sources	3.25	0.89
learning sources exploitation	3.70	1.57
learning results	4.05	0.58
performance	3.90	0.60

Table3: The research's questionnaire and statistical results

variables	R	R ²	T test	Beta	sig
Learning sources and learning results	0.61	0.37	4.08	0.61	0.000
learning sources exploitation and learning results	0.59	0.35	3.96	0.59	0.000
learning results and performance	0.60	0.36	4.00	0.60	0.000
Learning sources and performance	0.24	0.08	1.62	0.29	0.115
learning sources exploitation and performance	0.40	1.67	2.36	1.40	0.25

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